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ALL things are ours, and all things are at work, building up this marvellous statue of the soul, and whatever can help to complete this structure, no matter if priest disallow it, or church disallow it, or custom disallow it, whatever will help the man within it, is your right; nay, it is your duty, that to have, and that to hold.

SCHOOL ARCHITECTURE.

BY GEO. O. GARNSEY.

THAT is a beautiful figure which likens the human mind to a pure white page on which the various scenes of its future are to be stamped. Thus all its surroundings in life become artists, each impressing its own form upon the already covered sheet.

But though hundreds—aye, thousands of pictures may thus be imprinted, the *one first made* can never be destroyed. It may be dimmed, obliterated by later scenes, yet still remains as perfect as when first taken.

So it is in life. On the tablet of memory, scene after scene is vividly impressed—day after day new ones fall upon the same canvass—yet, to the day of death the one *first* seen by childhood's wondering eyes lingers perfect as in infancy; forgotten for a time, perhaps, yet perfect still. How important then that childhood's scenes—those forms which longest linger, shaping the mind for all future time—should be instructive in beauty as in worth!

It may be estimated that the best half of the child's time is spent in *school*.

How important then that the School Room be made pleasant! That it should be so adorned that it becomes a pleasure, not an irksome duty, to attend there—that the scenes there impressed upon the mind should be beautiful since they are so lasting!

Yet, to how many of this generation is this the case? Who does not remember the old school-house of their youthful days—

"Its benches all broken—its windows all black, The wind whistling through it by many a crack; The desks carved all over with quaintest design, With names of the girls and the boys intertwined; And the broken legged stove on piles of old brick, With its old rusty door propped up by a stick; Ah, stove, poor old stove, 't was an object of pity, Yet the hard-hearted girls would make of it sport, And said, were it seen by the watch of the city, They'd arrest it as having no means of support."

What beauty was there—inside or out—to that old dilapidated dry goods box structure to which day after day you wearily wended; sitting the long

hours through, cramped by illy constructed seats, stifled by the foul, closely-confined air, else shivering for cold if enough of fresh be admitted to temporarily purify the fetid room.

Such has been the experience of nearly all of this generation; yet year by year the same uncouth, unhealthy prison pens are being cheaply thrown together, and falsely denominated *School Houses*.

Yet it is refreshing to see now and then some relief to this monotony of distortion; to see in fact a general tendency toward improvement; and it is with a view to strengthen this movement that the following thoughts are offered, to cheer those who seek an improvement in the matter, and waken those who are dormant.

School Architecture in America is a study of a life time. Years of actual labor in the School Room alone can make one conversant with its varied wants, and close study must then be made to so combine these requisites that no one shall conflict with the other. Beauty, convenience, compactness, durability, and, beyond all else, healthfulness and *cheapness*, are demanded to make the *perfect* School House. Thus the architect is almost always called upon to reconcile those seeming opposites—great wants and small means.

Different classes of School Buildings have, of course, varying requirements, which can only be met by special study; yet, in all certain general principles should be observed, and our purpose now is to mention a few of these.

Ventilation in the smaller class of houses is generally omitted, yet it should *never* be neglected; it is one of the *least costly* items, yet is of the *first* importance. The mistaken notion that the *windows* and *doors* are sufficient ventilators has hurried many a precious life to an early grave. While overheated and faint with impure air, the windows are thrown open, a cold blast rushes in, strikes half the children in the crowded room, colds follow, then pneumonia, and soon *death* to some

member of the flock. In winter this is *always* the case, and in three-fourths of our schools the winter is the crowded term.

Ventilating flues should be opposite the stove and cold air pipes, and should have an opening at the floor, and another near the ceiling. Pure air should be admitted *always close by the heater*, that it may be warmed first, then pass across the room to the exit duct.

Most frequently school rooms are *too light*. The eye is thereby often injured, and the blame is laid on *over study*. Let blinds always be provided to regulate the admission of light, and have fewer windows but always on two sides, opposite if possible.

The proportion of the room should be such as to best distribute sound and economize space. The following proportions are generally best: Length *three*, breadth *two*, height as nearly equal to breadth as possible, but never less than *one*. In large rooms it is desirable to break the walls at their angle with the ceiling, making what is called a coved ceiling; this aids in destroying the otherwise unpleasant echo.

Wardrobes should always be provided, as thereby habits of order may be better inculcated, while the school room becomes neater, has more available black board space, and the entrance and exit of pupils is less annoying. Wardrobes, where practicable, should be heated by a register or radiator, that damp clothing may be dried and tardy pupils warm without annoyance to the school. Stoves are unsafe for such purpose.

In the Minneapolis Ward Schools, erected year before last, at the request of the Superintendent we arranged in the school rooms cases of drawers for clothing. This economizes space, but is open to the objection of creating confusion during study hours, and of the inability to dry damp clothing.

All wardrobes, passages, recitation rooms and closets should be so arranged as to avoid throwing two opposite currents of pupils together.

In schools not graded, as is the case in all country districts, let desks of the same size be placed in the same row, that one class of scholars may be seated together. This effects a great saving of time to the teacher, avoids confusion of moving classes to and from the recita-

tion benches, for nearly all recitations can be as readily heard from the desks. This system has long been in practice in our best graded schools, and by proper arrangement of desks can with equal advantage be used in all classes.

By request I have prepared a plan which, with variations as to size, may be used in any small town or country district, showing how the foregoing suggestions may be embodied in the cheapest building. This may be found on another page of this issue; its accompanying description will make all plain.

In large graded schools the arrangement of rooms becomes a more difficult task. A happy arrangement can, however, be effected by giving the building a double front, which greatly facilitates exit in case of any alarm, and provides separate doors for each sex, at the same time aiding in the advantageous arrangement of rooms.


Wardrobes, teachers, and apparatus closets can also be admirably located convenient to adjacent rooms. Our ideas of "Model Buildings" of this class we have attempted to embody in the Petersburg (Mich.) and the Sioux City (Iowa) schools; buildings of different capacities, yet quite similar in design. One particular item in this latter building was, to effect such an arrangement as to permit extension, without destroying convenience or violating architectural symmetry.

In the hope that these ideas may benefit some who contemplate improving or enlarging their school facilities, I have offered them, for, having devoted many years to the constant practice of School Architecture, I trusted I might suggest some thoughts valuable to the public; and having now secured the valuable assistance of Prof. Ellwood, late President Goshen College Institute, a teacher of 12 years experience, I trust ere long to embody in lasting form, and more satisfactorily than heretofore, the ideas given above.

“OUR lives should be a protest against the evil in the world; but much depends on the spirit in which the protest is made. I believe that true love is stern, severe, inflexible, in the sense of withholding all countenance from whatever can injure or degrade any human being. It demands from friend or foe strict adherence to the right and good, and makes no compromise with evil.”

EDUCATION AS IT SHOULD BE.

BY J. H. TICE.

 NASMUCH as several disquisitions have recently appeared setting forth "Education as it should be," wherein the authors have succeeded most admirably in telling what it should *not* be, I have concluded to try my hand also at solving a riddle far more puzzling than any ever proposed by the fabled sphinx.

The difficulty in the way is not that many unknown factors enter into the problem, but that it is so encumbered with absurd conditions, that the work of solution, like the labor of Sisyphus, is ever beginning, but never ending. These absurd conditions, imposed by preconceived notions and opinions, are only to be treated as so much old rubbish that has to be removed, before the work, based upon a permanent foundation, can be commenced; and reconstruction upon immutable principles can be effected.

Reforms in our social institutions are managed pretty much like repairs in our houses, by patching up the leaks and cracks made by the unsparing hand of time. Occasionally, however, a beam gets so rotten, or some bricks so crushed as to necessitate their removal, or the whole edifice would tumble. But all this patching will not make them hurricane and earthquake proof, when these come, as come they must, to rectify abnormal conditions.

It were perhaps presumptuous for short-sighted, puny man to say, "I built for eternity." None but the Creator can say that much. But no man can accomplish any permanent good for his race, unless he has his heart set upon achieving an ideal of beauty and goodness far in advance of any thing ever yet realized. Dissatisfaction with the attained, and striving for the unattained and perhaps unattainable, is what gives to life all its charm poetry, and heroism.

But let not the inexperienced and enthusiastic reformer think that flowers will enamel his path, perfuming the air with their fragrance; that it will be enlivened with the songs of birds; or that in any sense it will be a path of peace. No; it will be a path beset with briars and thorns rather; of unappreciated and unrequited labor, rendered bitter by the taunts and scoffings of the unthinking

multitude. He must never expect even to hear, when surrounded and borne down by the minions of evil, the cheering words of "God speed you" uttered by those for whom he is wasting his strength and spending his life. The path of the innovator and reformer is one of danger; there is a lion in the way; "the Idol of the Den," as Lord Bacon called it. These idols of the den are old dogmas, old institutions, notions, prejudices, who are in possession of the high places of wealth and power. The innovator will, like Bunyan's pilgrim, have many set-tos with Apollyon, or as he is called in uncourtly language, the Devil. Martin Luther encountered him, and unlike the Pilgrim, using only the sword of the Spirit, he threw his inkstand at him. Our modern reformers, improving Luther's plan, waste their ink to write him down. He soon gives them to understand that he does not intend "to fight it out on that line;" and uses the *argumentum baculinum* on them: "Enter my service, or no bread nor raiment."

Now we can not have "Education as it should be," until some one has flogged this "Idol of the Den," out of his strongholds. Ah! But where are his strongholds? Why, they are every where: in every school, academy, seminary, or college in the land, where *inculcation* passes for *education*, and where memory is recognized as a faculty needing special training. Where this is the case, it is questionable whether the so called education is not a greater curse than blessing, whether its results are not nearer stultification than edification. Text-book learning either paralyzes the mind, or results in general mental imbecility. Free and independent thinkers are never made that way, but docile and obsequious tools for demagogues and charlatans are.

A good text book is an essential aid to both pupil and teacher, if they know what use to make of it. The author, like the woodsman, only blazes the way for those who follow. If his work is employed as a guide to direct inquiry to essential points, it is highly useful. If to impose the words of the text on the memory, and to restrict inquiry within the periphery prescribed by it, then it is blighting to mental health and vigor. Instruction, education, or any other misnomer you may give to this

process, is a mere inculcation, as far as the memory can be made to serve that purpose, of the author's words, without, perhaps, his ideas; but if the latter, to starve the mind ever afterwards. For the pupil naturally believes, from the care taken to exclude every thing not in the book, that it is the alpha and omega of that branch of science; and that nothing beyond it lies within the domain of the knowable. This method of teaching is the devil's patent for enslaving the mind, and making both mind and body bow to that enervating phantom called authority. In the ancient myth, Danaus being warned by an oracle that he would be slain by his grandson, compelled his fifty daughters to kill their husbands on the night of their nuptials. For this crime, his daughters, the Danaides, were condemned by Pluto to fill a sieve-bottomed vessel with water; but as the water ran out as fast as poured in, their punishment was eternal. The "Old Idol of the Den" has also received warning that his authority would be undermined and overthrown, not by any lineal descendants of his, but by men who had full heads and knew how to use them. Hence Absolutism long since decreed that no man had any business with such a head, unless engaged in upholding despotic power; and the bowstring and scymitar put a stop to their annoyances. However, in these latter days, Democracy having acquired paramount prestige, decrees that, not only has a man the right to wear a full head, but also the right to demand having it filled. As there is no gainsaying or resisting these decrees, the idols of the den are driven to straits. They finding resistance useless, will, as we learn from "Paradise Lost," seek to circumvent and evade them. Hence the origin of that greatest of modern inventions, "the art of not doing a thing," while seemingly with all our energies and skill, we are endeavoring to do it. This art applied to education condemns our teachers, like the Danaides, to fill that sieve-bottomed vessel, the memory, by pouring in words, the mere representatives of knowledge, instead of filling the mind with ideas. The result is, as might have been expected, mental indifference, sterility and imbecility. Our schools, by this process, succeed in most thoroughly disgusting the pupils with every thing that savors of science, and

predisposes them to do in the world as they had to do in the school-room, receive and believe every thing upon the authority of others. Whereas if education were conducted as it should be, the school-room would be made a place where the charms of science would be unfolded in all their innate beauty, and where the mind would be fully impressed that this was only a foretaste of those delightful gratifications that knowledge affords; and which can only be enjoyed in their fullness and luxury in searching out and exploring the deep mysteries of Nature in the wide, wide world.

GIVING REWARDS IN SCHOOLS.

BY JUDY.

SOME people are so pious, or otherwise, as to object to reward giving in schools, because they would have their scholars do right from the highest motive of right, because it is right. In other words, they are opposed to holding out any inducement to secure the doing of what they claim is duty, and should therefore be performed cheerfully for its own sake.

If children and men were still in the true image of God, in which they were first made, and not under the curse of the fall, and naturally prone to do wrong and sin, such a proposition might be of value. But God knows such is not the case, and he offers us rewards all the way along, as encouragement to do just those things that we should do. Teachers have these same beings to deal with, only in an early period of life; and when they discard rewards as not only helpful but right, it always looks presumptuous, and as though they knew better than God knows, as to the right means to bring both children and men up from lower propensities to higher and happier walks in life. The fact is we are all looking to the recompense of reward in some shape or other, for everything we do, from the child just beginning to go to school, to the sage just stepping into eternity; and it is right, too.

Even these pious teachers who oppose giving rewards, for reasons already stated, will find if they will but examine closely and acknowledge truly, that their own doings in all times and places have a reward of some kind as a prime incentive.

EDITOR JOURNAL OF EDUCATION: What would you do if you were a County School Superintendent and a candidate for a certificate would answer questions in this manner? A few days since a fine looking, prepossessing young man made a call on a County Superintendent for the purpose of being examined as to his fitness to teach a common school. The Superintendent looked at the young man, and inwardly congratulated himself on having one teacher at least who was above the ordinary standard. How his hopes were realized the following will show.

After the preliminary conversation was over, the candidate asked the Superintendent not to be hard on him, as he was rather "rusty," not having attended school in *six months*. On close questioning it proved to be less than *four*. The examination commenced, and such an examination! He was asked how many States in the United States? The answer was, "48, now that we have Cuba." He thought there was "142 counties in Missouri, at least there was that many before the war." His knowledge of Geography was of this kind. It would have amused any one to have seen the look of blank astonishment upon the Superintendent's face. The candidate was asked how he would explain to a beginner the method of dividing three-fourths by four-fifths? He gave for an answer, "three-fifths." Being asked to explain it, he could do no more with it. His reply to many questions was, "the rule says so," and that was as far as his knowledge extended. As to Grammar, he knew nothing of it, but thought he could "keep ahead of a class of *new beginners*." In reply to a question whether he took an educational paper, he said he "took the *Educational Bulletin*." He said he thought he got a "heap" of instruction out of it in regard to the management of schools. When it is known that the *Educational Bulletin* is a sheet published to advertise a certain set of books, the absurdity of the answer will be understood. In every branch of study the Superintendent attempted to ask any questions, the candidate was very "rusty." His "occupation since he left school had been such that it had drawn his mind wholly from books." But for all that he "could

teach." He "understood the *rules* well enough by looking them over, and," he continued, "you know, a teacher *has a book to look at all the time*." You may think this a little overdrawn, but the "half is not told."

It is this class of—I cannot call them teachers—who have been tampering with the youth of Southwest Missouri. Many are striving for positions again, and I am glad that an effort is being made to leave all such out in the cold. The occupation of a teacher is one of vast importance, and the people should frown on such pretenders. I propose to "show up" in future articles the peculiarities of this class of so-called teachers in Southwest Missouri. If the knife cuts any reader, let him make himself better, or disgrace the name of teacher no longer. J.

SOUTHWEST MISSOURI, May, 1869.

PERMANENCY.

BY RISHWORTH.

EDITOR GREAT wonder is sometimes expressed that so many persons leave the teacher's profession for other employments. The matter is reasoned in this way by two-thirds of those who reason at all: "We paid S. B. fifty dollars per month to teach our school; he got board for three dollars per week, and he has left the business and gone to clerking for forty dollars a month in town, where he pays five dollars a week for board. He is making, above expenses, eighteen dollars a month less than he did school teaching." This we admit, and acknowledge that teaching pays better than clerking, or four out of five of those things into which teachers go when they leave teaching. What then is the trouble? It is not permanent, is the answer. Your school is in session only six months per year; but his clerkship employs him twelve. If he teaches twenty years his salary will be but little better; while as clerk it will increase year by year. So long as this state of affairs continues, the majority of our teachers must be young and inexperienced. The remedy for this must be, keep the schools open ten months each year, increase your teacher's salary with each year of his experience, and keep him in the same situation many years; then our graduates of nor-

mal schools and other good teachers will not abandon the school-room for the plow, accountant's desk, or salesman's stand.

EDITOR JOURNAL OF EDUCATION:—DEAR SIR: The first session of Perry County Teachers' Institute has passed into history, and I, as a faithful chronicler, take my pen to report progress, and I am happy to say that my report is a favorable one.

For the first time in the history of this county has a full week of Institute work been done, and it has been well done. The attendance of teachers was not large, but the citizens turned out in goodly numbers after the first day, and many of them entered into the work with a *vim* which showed that they were in earnest. Some idea of the interest manifested may be gathered from the fact that the roll of the Institute contains forty-two names, and the majority are not active teachers. With this for a beginning, it is expected that when next we meet every teacher in the county will be there, and each bring a friend with him.

Prof. Beard, of your city, was here, and did yeoman service, as did also Prof. Kerr, of Cape Girardeau. They both won golden opinions during their stay, and we shall cherish pleasant memories of their visit until they come again.

The JOURNAL showed its smiling countenance among us, and, as you will see by the resolution which I enclose, met with a favorable reception, besides the more substantial endorsement of ten new subscribers.

As I know you are pressed for room, I will make my letter short. Suffice it to say, that everybody here is delighted with the success of the Institute: in fact, it has been the leading topic of conversation for a week past; so you can set Perry county down as *right* on the great question of education.

Yours, truly, PERRY.

PERRYVILLE, Mo., May 17, 1869.

Woe to the success that bankrupts the soul. When all that is divine, and tender, and pure, and noble, and good, is lost in outward success, "what shall it profit a man if he gain the whole world and lose his own soul?"

THE building is to be frame, set on posts or brick piers. Size of main building, exterior 21 by 25, height of story 13

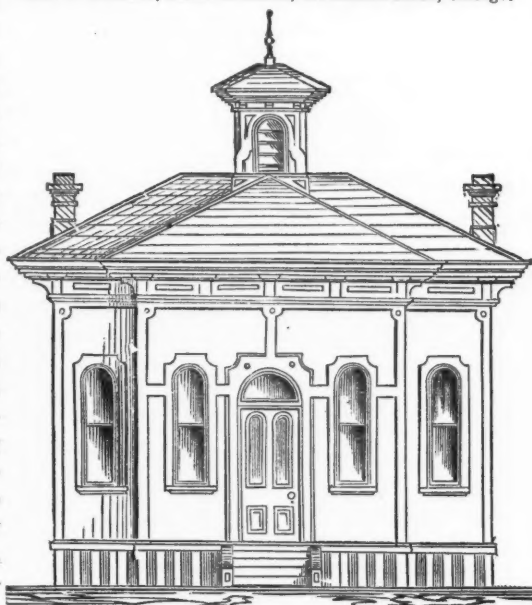
feet in clear, joist 2 by 10, studding 2 by 4, rafters 2 by 6, floor raised from ground 2 1-2 feet. The outside of walls to be covered with inch boards, batted. Shingle roof. The Plan is so arranged as to give a wardrobe furnished with hickory pins to both boys and girls, who by entering one door and passing out at another, avoid confusion. The heater is so placed as to warm cold air admitted at or near door. The ventilating shaft is opposite smoke flue, foul air passing up it enters the roof and passes out at belfry. Teacher's rostrum is in a recess at rear of room with closet on right and apparatus room on left. If a smaller building is desired these additions may be omitted, and rostrum projected into room, but in design it serves the purposes of use and architectural symmetry. Seats are arranged for one size of desk in each row, and each accommodate two scholars. Aisles two and three feet. Belfry may be omitted, but adds much to effect, and serves for bell and ventilator. Principal windows on opposite sides. Interior ceiling may be level or coved at eaves.

Cost \$800 to \$1,000, according to location and facilities for building. Black boards three and a half feet wide between windows and at both ends, clear around the room, etc., etc.; best method is not to have a raised platform or rostrum, but let teachers be out among the scholars.

THERE is nothing so noble in this world, no statue, no cathedral, phenomenon of grandeur and beauty, as the man that comes out of the conflicts of life, out of its temptations and trials, nobler than when he entered them.

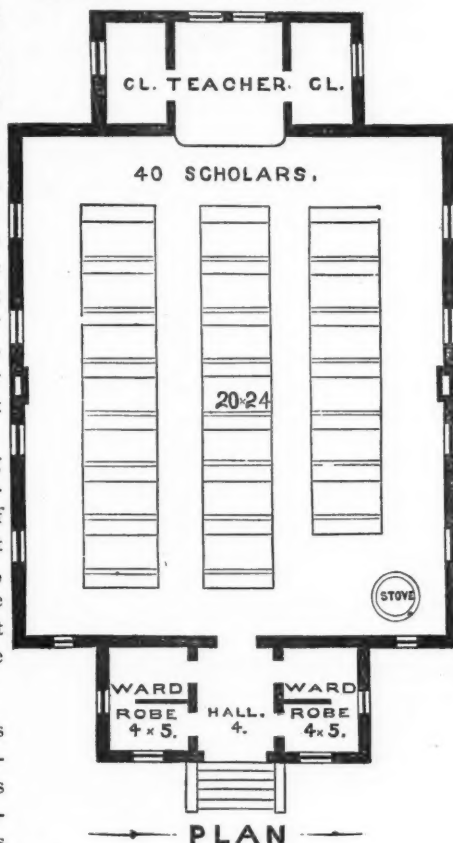
DESIGN FOR CHEAP DISTRICT SCHOOL HOUSE.

GEO. O. GARNSEY, School Architect, 24 Lombard Block, Chicago.



FRONT ELEVATION

SCALE 8 FT. TO AN INCH



Would you hear a sweet and pleasing echo, speak pleasantly yourself.

THE PACIFIC RAILROAD.

ITS completion is the signal for a day of national rejoicing. From East to West—from North to South—from ocean to ocean—from Lake to Gulf, we are one again. Why not ring the bells? Why not fire the cannon? Why not whisper over the mountain crest, and under the bed of the ocean—the fact. Why not tell it to all climes and peoples?

May roth will evermore be memorable in the annals of our history. How dim, and faint, and feeble, was this enterprise in its conception—how sublime in its consummation. Promontory Summit, in Utah, will be a point of historic interest to our people in all the future. It was here the two rails uniting the Union Pacific from the East and the Central Pacific from the West were laid, which spanned the continent with iron, and made us one. It was fit to crown the effort with a spike of Gold. We give, for the benefit of our readers who failed to get the full particulars, a few of the more prominent items connected with this, one of the grandest events of the age.

The exercises were commenced with an appropriate and impressive prayer by Rev. Dr. Todd, of Pittsfield, Mass., who invoked the blessing of Heaven upon the enterprise. Then the two rails were laid opposite each other. A presentation of spikes to the two companies then followed—two of gold, given by California, being presented by Dr. Harkness; one of silver, from Nevada, by F. A. Frittle; and another of silver, from Arizona, by Gov. Safford. They were received by Gov. Stanford on the part of the Central Pacific road, and by Gen. G. M. Dodge on the part of the Union Pacific, each of whom made a brief response. The four spikes were then driven in succession, and the blows on the last one were instantly recorded by the telegraph across the continent, from Portland, Me., to San Francisco.

Of course there was a great deal of interest and excitement about the telegraph offices. At Washington, Mr. Tinker, the manager, placed a magnetic ball in a conspicuous place, where all present could witness the performance, and connected the same with the main lines, notifying the various offices throughout the country that he was

ready. New Orleans, New York and Boston instantly answered that they were ready. Soon afterward, at about 2.20 P. M., many of the offices in different parts of the country began to make inquiries of the office at Omaha, from which point the circuit was to be started. That office replied:

To everybody: Keep quiet. When the last spike is driven at Promontory Point we will say "Done." Don't break the circuit, but watch for the signals of the blows of the hammer.

After some little trouble in the Chicago office, and the closing of a circuit west of Buffalo, the instruments were all adjusted, and at 2.27 P. M., Promontory Point, 2,400 miles west of Washington, said to the people congregated in the various telegraph offices:

Almost ready. Hats off; prayer is being offered.

A silence for the prayer ensued. At 2.40 the bell tapped again, and the office at the Point said: "We have got done praying. The spike is about to be presented."

Chicago replied: "We understand. All are ready in the East."

Promontory Point—"All ready now. The spike will soon be driven. The signal will be three dots for the commencement of the blows."

For a moment the instrument was silent, and then the hammer of the magnet tapped the bell, *one, two, three*—the signal. Another pause of a few seconds, and the lightning came flashing eastward, vibrating over 2,400 miles, between the junction of the two roads and Washington, and the blows of the hammer upon the spike were delivered instantly, in telegraphing accents, on the bell in Washington. At 2.47 P. M. Promontory Point gave the signal, "DONE!"—the announcement that the continent was spanned with iron.

The time of the event in San Francisco was 11.45 A. M. A telegraph wire had been attached to a fifteen-inch gun, and as the first stroke on the last spike was telegraphed from Promontory Point, the gun was fired by electricity, and by the same agent all the fire bells in the city were rung. The news of the completion of the road created great enthusiasm in all the cities of the country.

A sanctified heart is better than a silver tongue.

Book Notices.

STUDIES IN GENERAL SCIENCE. By ANTOINETTE BROWN BLACKWELL. New York: G. P. Putnam & Son. For sale by St. Louis Book and News Co.

This work, which is well written, and elegantly printed and bound, makes no pretensions to originality. It is the condensed result of over twenty years' thinking upon various subjects, coupled with extensive reading of general scientific literature. The author is evidently a person of much earnestness, with a strong desire to see truth clearly and communicate it to the world. Like many persons of our times, however, she has led far too busy a life to be able to think deeply or to arrive at many universal truths. She has, apparently, as opportunities presented themselves, dipped into works upon various subjects, without, however, giving special attention to any one. She has thus learnt, in a general way, the most recent thought upon many departments of science, although, from the lack of a profound scientific and philosophical training, she is unable to reduce her knowledge to any general principle, or to arrange it according to any system.

It is a mistake into which persons who read in a desultory way, and who write in the intervals of business, are apt to fall, that they come to think that what has been the source of delight and recreation to them, amid distracting toils, must of necessity be of interest and value to other people. It must be a great pleasure to the author of this book to have her knowledge cut into jewels and set in a book—a pleasure as great as that with which the gold-digger contemplates the pure metal which, with hard toil, he has washed out of sand and mud. Still we doubt whether the results of her labor will have the universal validity of the gold-digger's metal. His toil has resulted in a fresh acquisition for humanity; hers has not. She has added nothing to the sum of human knowledge, and in many, many cases she has given superficial and even incorrect accounts of matters that are already known. As a work from which to derive anything like comprehensive information on any particular subject, this series of essays is altogether useless. Take, for example, the essay on *Language*. It is, in the highest degree, superficial, and does not give the slight-

est evidence that the author has any knowledge whatever of the Science of Language. It is full of vague expressions which mean anything or nothing. Here is a definition: "Human language is the legitimate expression and product of the experiences of the human soul, in the use of its proper powers as coördinated with material forces." In other words, language results from the movements of the bodily organs caused by the soul; not a very lucid definition, surely. Perhaps the crucial essay in the book is the one headed *We perceive the Substance of Bodies*, than which nothing could be more superficial and inconsequent. After quoting from Aristotle, Reid, Hamilton, Cousin, Hickok, and Spencer, passages to the effect that "matter is incognizable in itself," she proceeds:

"Shall not the practical man bow to this array of thought, attested by some of the highest names which have ever been joined to human authority? Poor, clear-sighted, untaught man! Let him learn to distrust his own senses, since through them all he gets the same positive affirmation, that he sees, touches, and tastes the very substance of bodies as variously modified.

"Here is an apple! I hold on my hand *the whole of its substance* with all its innate properties. I taste it; does this something which is related to my sense of taste, and is called flavor,—does this something which affects me inhere in a substance or in no substance?

* * * * Can anything be more evident than that this *bit of matter* which is extended to nearly the size of my fist, of a roundish shape, a ruddy color, a delightful fragrance, and a pleasant taste—*substance wedded to special properties in a common unity*—together comprise this apple; and this apple with its definite size, shape, color, fragrance, flavor, and other properties or modes is so much organized substance, which I directly perceive."

This is the sort of reasoning in which Mrs. Antoinette Brown Blackwell indulges. No attempt to define or prove, nothing but a mere appeal to the ordinary sensuous impressions. Of course she can not tell us through which of the senses we derive our notion of substance, but she has such a regard for the authority of the senses and so little for that of the mind, that she claims the

notion for the former. Even the authority of Aristotle and "some of the highest names which have ever been joined to human authority" does not for a moment make her hesitate or reflect, that perhaps these men's minds were better judges than her senses. But she proceeds:

"To my great gratification, I find the authority of my consciousness to this effect also confirmed by the catholic testimony of the vast host of unprejudiced observers. If human *Perceptive Force*, close and immediate like this in its action, can not, without a learned elaboration of the Reasoning Powers, distinguish the grand kohinoor, real existence, from a paste bauble representing it, we might be expected to eschew its testimony altogether."

We have seldom seen anything more ludicrous than this. In the first place, who are meant by the unprejudiced observers? Evidently the great mass of people who do not think at all; for, by her own admission, she knows of only "one accredited philosopher of genius and position" who "does maintain that we can perceive actual substance, immediately and literally." And this philosopher is Dr. McCosh! O great Dr. McCosh, what is Aristotle compared with thee! In the next place, how does she know that *Perceptive Force*—whatever that may mean—is "close and immediate in its action," and, even if it were, how does that show that it acts upon substance at all? In the third place, is not the paste bauble representing the kohinoor as much a "real existence" as the kohinoor itself? True, it is not the kohinoor; but is it less real on that account? Does the fact that it resembles the kohinoor affect its reality? And do the kohinoor and the paste bauble differ in substance or only in properties? Is not all substance—supposing there is such a thing—when deprived of properties, the same? And do we not distinguish the diamond from the bauble by the differences of their properties? If our senses could distinguish different kinds of substance, it could do so only by certain marks; but these marks would be properties; wherefore the observed difference would still be a difference of properties. The fact, to state it in plain terms, is that the author knows nothing either of the

depth or difficulty of the subject which she has here undertaken to treat of.

We do not wish to speak harshly of so studious and well-meaning a person as Mrs. Blackwell, but to be honest, we must say that we think she would have shown excellent judgment in not publishing this book.

CASSELL'S REPRESENTATIVE BIOGRAPHIES. (Vol. I, John Bright; Vol. II, W. E. Gladstone; Vol. III, B. Disraeli; Vol. IV, Queen Victoria). Felt & Dillingham, 455 Broome street, New York. For sale by St. Louis Book and News Company, St. Louis.

These attractive volumes are the beginning of a series of which others are already in preparation, and which constitutes a welcome addition to the Biographical literature of the day. Most American readers drop their English History where Hume and Macaulay do, and to such the whole record of contemporaneous events in that great nation is a *terra ignota*, except so far as it is imperfectly gleaned from the newspaper press. It is not too much to say that the permanent results achieved by the agitation for Reform in the British Parliament for the past twenty-five years, are equal to what are more frequently obtained only at the cost of long and bloody wars. The lives of the sturdy champions in these achievements, or of their mightiest adversaries, constitute so much of history that no student of either history or politics can afford to be ignorant of them.

These volumes bear the marks of conscientious labor, of affectionate British loyalty, and of frankness and sincerity, for the sake of which we can overlook some faults of style. They are convenient in form, and their mechanical execution is of high order.

We make only one quotation, which is of interest in these times of controversy regarding the position of British statesmen and people during our late struggle: "Nor must it be forgotten that the laboring classes observed with gladness that Mr. Disraeli was the only public man in England who had ever held considerable official station who did not predict or publicly desire the success of the Confederate Seceders in America. Many—and amongst them the foremost—of our Liberal statesmen were betrayed into uttering expressions, during this contest, which they would have given much to revoke after the fall of Richmond and the surrender of Lee."

BIOGRAPHICAL SKETCHES, by Harriet Martineau. New York: Leypoldt & Holt. For sale by St. Louis Book and News Company, St. Louis.

Obituary notices are generally written for the comfort of surviving friends more than for the information of the public, and are not often deemed worthy of permanent preservation. These sketches, nearly all of which relate the impressions made by personal intercourse with the subjects, will interest those who have some acquaintance with them as historical personages, but add very little to our stock of knowledge concerning them. The work is made up of a series of sketches which were formerly published in the London *Daily News*. It is divided into six parts, first *Literary*, then *Scientific*, *Professional*, *Social*, *Political*, and *Royal*.

Under the head of the first we have sketches of Charlotte Bronte, Samuel Rogers, Henry Hallam, De Quincey, Macaulay, Mrs. Jameson, Landor and others; the second, of Combe, Humboldt, etc.; the third, Whately, Raglan, the Napiers, Lord Chancellor Campbell, and others; the fourth, Father Mathew, Lady Noel Byron, etc.; fifth, Hume, Lyndhurst, Palmerston, Brougham, etc.; sixth, Metternich and Austria, King William of Prussia, etc.

We speak from a very brief examination of the book, or rather of such parts of it as a dull penknife made accessible to us. The petty malice towards possible purchasers which induces the publishers of a respectable book to send it to the world *uncut* we do not pretend to comprehend. We would gladly have spared the marginal affectations if this very necessary part of a publishers business had not been neglected.

WE have received for the month of June the following magazines, full of good things, as rich and varied as the beautiful season which brings them; but the *Bazar* and other specialties use up our space to so great an extent that we are obliged to pass them with a "mere mention." We have *Harper's*, *The Atlantic*, *Putnam's*, *Littell's Living Age*, *The Galaxy*, *The Riverside*, *Every Saturday*, *Our Young Folks*, *Lippincott's Magazine*, *The Radical*, *The Ladies' Repository*, *Peterson's* for June, *The Independent*, *The Revolution*, *The Agitator*, etc., etc.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : : : JUNE, 1869.

STATE TEACHERS' ASSOCIATION.

CONSIDERING the very short notice given of the late convention of teachers in this city, there was quite a fair representation of the educational interests of the State present.

Doubtless the number would have been largely increased had the regular three months' notice been given. The public schools of the city were represented by nearly three hundred teachers, and the private schools and universities had a larger number of their teachers and professors in attendance than formerly. Some pains were taken, at the opening of the session, to give circulation to the idea that the Constitution of the association distinctly contemplates a union of all the teachers and educators of the State, whether of public or private schools. There had prevailed, to some extent, a contrary impression, much to the injury of the meetings before held.

There has been much debate from the beginning as to the best place for holding the session of this body. That a central place is desirable, all agree. But there is in fact only one central place in the State—the place where all the railroads meet is the practical center, and that is St. Louis. People from the North and South and East will be obliged to pass through St. Louis in order to go to Kansas City, the point selected for the next meeting. There is a general feeling among the teachers of St. Louis that it is in bad taste for them to vote in favor of their own city as the place to meet in. On this account it generally happens that some place in the interior is selected, and after a failure to get a full attendance, the Executive Committee call another meeting at St. Louis.

It is freely granted that we must take into consideration not merely the accessibility of the place of meeting, but also its effect upon the educational interests of the State, and no one can question the advantages of holding meetings in different sections of the State. It is therefore hoped that the meeting at Kansas City will be arranged for by the

Executive Committee, as well as by the local corps of teachers, and so make the next session a complete success. Hannibal, Jefferson City, St. Joseph, Macon City, Cape Girardeau, and other flourishing cities, should entertain it in their turn; and there is not a doubt that every new meeting will find an increased interest and be attended by a wider representation.

Of the great, vital questions touching education in Missouri to-day, the recent convention considered several; briefly, perhaps, but we believe effectually. There was the question of State normal schools; the question of schools for colored people; the importance of establishing the State University on a sound basis. The present deficiencies of the school law were mentioned, and steps taken to remedy them. The discussion of educational methods, including such topics as "Self help in mathematics," "Rhetorical exercises," "Text book education," "Graded Schools," and "School government," brought into clear light the latest results in pedagogy, and strengthened the convictions where it failed to bring new ideas.

It has been customary of late years to hold a meeting of School Superintendents in connection with that of the National Teachers' Association. The question has occurred whether it would not be a wise step to organize a meeting of County Superintendents separate from the State Teachers' Association. It should meet at the same time and place as the latter, and hold one day's session separate and one day's joint session. It would have a tendency to make larger meetings and to bring more practical questions into discussion.

It is a tendency generally noticed in assemblies of teachers to waste time in discussing points of order. The present Constitution of the State Teachers' Association has been so simplified that its Executive Committee have nearly absolute control over its action. This saves much useless deliberation on the part of the association at large, and can result in no harm if the officers chosen at the annual meetings are able and responsible representatives of the interests of education in this State. The Executive Committee consists of the President, one Vice President from each Congressional district, the Secretaries, and the Treasurer of the Association.

WHAT SHALL WE READ?

ANSWER to the question so often asked us by teachers, as to what papers they had better subscribe for, we say, first of all take your *own home county* paper, and write for it. Then it depends upon your religious and political training as to what will *suit* you best. On that point our judgment is worth nothing. We read with profit and pleasure a large number of papers and magazines that advocate principles in politics and religion to which we can never give our assent, but we know a host of wiser and better men than we are, who adopt these sentiments and grow under their influence into larger spheres of usefulness. They are good citizens, and good neighbors, and cherished friends. These antagonistic forces in society, in literature, in art, in religion and politics, help to evolve truth and establish it.


It depends much on what sort of information you desire to gain—as to what reading will profit you most.

We never open a paper—we never yet conversed with a person ten minutes without gaining some information of use to us. It is best to read books and papers bearing directly on your profession to a large extent; but education is a term so comprehensive that it includes all knowledge, and in order to gain this, we are obliged to call into requisition every faculty of body and mind, and to keep these faculties in constant exercise. We shall endeavor in the JOURNAL OF EDUCATION to aid our teachers in the selection of books, papers and magazines, by the notices and criticisms we make from month to month.

There is no one feature of the JOURNAL which has elicited more commendation from its patrons than this. We shall endeavor to be just and discriminating, so that this department shall be reliable.

ONE of the most interesting and spicy writers for the JOURNAL OF EDUCATION takes the highest cash prize for an article in *Our Young Folks*. All right! Boston can draw on St. Louis at sight for more of the same sort, and the draft will be duly honored. We hold over two articles, already in type, by this contributor in order to give space to Report of the State Teachers' Association, which we are aware is not even now as full and complete as it should be.

THE BEST OF IT.

S there were several teachers and friends of education, in the State, who were unable, from a variety of causes, to attend the State Teachers' Association held in St. Louis last month, we have concluded to present some of the best things said on that occasion, by the various speakers. His Honor,

MAYOR COLE,

in his address of welcome, said:

"Ladies and gentlemen of this Teachers' Association—It affords me real pleasure as the Mayor of the city, as well as an individual, to give you my most hearty and sincere welcome this evening. If there is anything over which my heart fully rejoices, it is in the glorious prospects of your blessed labors. St. Louis rejoices and is proud of her institutions; proud of her rivers; of her commerce and her steamers; of her railroads and her manufactures; of her colleges of all classes; of her churches; of her public buildings, but above all, is she proud of her public schools, and of the other schools in our midst, and in our glorious city. (Cheers.) We are proud of you as teachers, knowing that the moulding influence of your hands and of your thoughts is to consecrate the rising generation for honor, for glory, for virtue and for renown.

"Well do I remember when the place where we now sit in such regal splendor, in a building belonging to our glorious system of public schools, was a corn-field. In those days the two great qualifications of a teacher were, who would work the cheapest and thrash the hardest. How changed in one brief generation. Now the teacher is the honored of the land, not the drivelling of the people, and it is well that it is so. Hence you have my most hearty wishes for your greatest success, and may the blessing of our Heavenly Father be upon you." (Loud applause.)

RESPONSE OF THE PRESIDENT.

Dr. Reed briefly responded to the welcome of Mayor Cole. About fifty years ago Lord Brougham sent the schoolmaster abroad, and he had been traveling ever since. In behalf of the teachers he returned their cordial thanks to the Mayor, and through him to the citizens, for the hearty welcome they had received. He entered the pro-

fession of teaching nearly forty years ago. At that time there were no such meetings as these, and not a Superintendent of Education in any State.

Dr. Reed spoke at some length on the increased interest felt in the cause of education in the State. At the close of his remarks,

EX-GOV. FLETCHER

was called upon, and extended a hearty welcome to the teachers, and said there were many thousands of the citizens who fully appreciated their labors in the cause of education. As the children of to-day are educated so will the mothers of another generation prepare the children for entering the schools and for the other important duties of life. As the mothers and school teachers are faithful and efficient in their teachings, so will be the virtue and intelligence of the people upon which is to rest for security and perpetuity the being of the Republic. He rejoiced as a Missourian in the great advancement of the free public school system in this State, and he hoped the teachers would live to point with pride to the effect of their teaching. He rejoiced in the fact that the schoolmaster and the schoolmistress were "at home" all over the State.

Adjourned.

Thursday A. M., after singing, the formal opening address was delivered by

PRESIDENT REED.

He said: "As to our special work as a body of professional teachers in the great movement and progress of human society, I do not for a moment admit that there is any calling among men which stands above our own, in its true dignity, in its usefulness, in its elevating tendencies. Yet we have been greatly at fault in not vindicating our profession and maintaining its rank among the other professions. We have as teachers admitted that while the lawyer, the physician, the clergyman, the engineer, the military or naval man, must receive special training—none at all is required for the teacher.

"The inadequate views which prevail in regard to our profession, and of the qualifications requisite for its highest honors, are due largely to ourselves. It is our duty to correct public sentiment—to make our profession stand forth in bold relief as a profession—to give it character, so that it shall not be the

common resort of those who can succeed in nothing else, or who are worn out and effete in their own profession.

"For myself, brethren, I desire no higher or more honorable sphere of duty than that which our own profession affords. Other employments may have greater pecuniary rewards, but there is no other vocation which so multiplies a man—no other sphere of action from which the circles of influence, in the same degree, go out enlarging and spreading and spreading until they touch the farthest verge of humanity.

"The teacher, prepared for his work, may touch springs of action and stir motive powers which may be felt in all the movements of society. He possesses a power next that of creation itself. He is the mind-builder—the architect of character.

"Now, what is to be the character of the teeming millions who are to hold and occupy this noble domain—what their rank in the scale of civilization—what, in short, is the State to be? This depends upon the question, how are the people to be educated—what is to be the common school system of the State—what its university—what its normal schools—what our practical scientific schools—what our various institutions to advance the culture of the people?

"I need not say how much depends upon the present generation—upon those who are now the leaders and actors in our State. Now is the very time—this is the turning point in our State history. Have we the men to mould and shape the policies of the State? Are we ourselves the men for the times? Have we the influence and power which we ought to have, as the leaders of education? If not, it is because we do not come up to our work as men impressed with its magnitude, and with that zeal and knowledge and unity of action which alone can give power and success."

REPORTS OF CO. SUPERINTENDENTS.

As I look over the reports of our different county superintendents, I see how very far we fall short of the progress of other Western States, in our school houses, our school furniture, our school libraries, the time in which schools are kept open as free schools, in short, in all these means and appointments which constitute the American school system.

When I come to speak of the other part of our public school scheme of education—of the State University—here I am obliged again to confess how far behind we are. But can we with \$20,000, do here in Missouri what requires \$80,000 for Michigan to accomplish?

Can we not here in Missouri rise to the liberality and enlightened views of our neighboring States? It is but a few weeks since, that the Illinois Legislature appropriated \$70,000 to her State Industrial University, and \$65,000 to the building of a new normal school, and \$16,000 to the Normal University at Bloomington;—that Michigan made a new appropriation to her State University of some \$15,000 a year. Indiana is expending \$200,000 upon her normal school building.

WHAT IS NOW REQUIRED.

What must we require the State to do? No less than this—that our schools shall be the pride and glory of Missouri; that the school houses shall be the ornaments of their respective neighborhoods; that the school library and furniture and apparatus and maps shall be found in every school house; that the teacher shall be there, the presiding genius of that sanctuary, trained and equipped for his sacred trust—that the school shall be open without money and without price, so that the same thing may be said of Missouri which Horace Mann said of Massachusetts, that a child would be as much astonished at being asked to pay any sum, however small, for attending school, as he would if payment were demanded of him for walking the public streets or enjoying the light of the unappropriable sun. We must aim to make the public school—the common school—better than any private school can be. Edward Everett once said to me, “I send my sons to the public schools, because I can find none other so good—because they are the best. They should be made such everywhere, and they can be. The school house—its site, its architecture; the school house—all that pertains to it must be a chief concern of every neighborhood.

I would replace the awkward, ungainly, tobacco-chewing man, whose very posture is often one creating disgust, careless in his manners, and feeling that he is engaged in a work beneath

him, by the well cultivated young woman; tidy in appearance, pleasant in countenance, winning in her tones of voice, inspired with a sense of her noble calling.

THE TEACHERS' INSTITUTE.

The Teachers' Institute—the short normal school—is essential, not merely for consultation and improvement, but for creating and keeping up a spirit of union, activity and progress. It ought to have such legal encouragement as will make it effective; and those who take no part or interest in the Institute ought not to be recognized or tolerated as public teachers.

NORMAL SCHOOLS.

Before such a body as this, it is not necessary to say a word as to the necessity of Normal schools. Besides, the subject is by your appointment in abler hands. The main effort on our part must be to secure the proper aid. With such examples around us as Illinois and Indiana, Michigan and Wisconsin, we cannot hold back. If we are to have any school system at all, we must have the Normal school. Its benefit will not be merely in the direct training of the teachers. It will stand in our midst an unconscious teacher—it will elevate the profession throughout the State—it will give it tone and dignity—it will be a perpetual monitor calling the teacher to higher effort to qualify himself for his calling.

SCHOOL LIBRARIES.

When Horace Mann became Secretary of Education of Massachusetts, he made a careful survey of the educational condition of every neighborhood in the State, and was utterly amazed to find such a lack of books adapted to the reading of the young. He says he resolved to plant the school library in every neighborhood, so that there should not be a spot in the State where a girl or a boy should be at a greater distance than a half hour's walk from a library of good books adapted to his taste.

MR. THOMAS DAVIDSON,

of St. Louis, read an essay on “Thoroughness.” We shall print other portions of this, as well as of several others in the JOURNAL hereafter.

Mr. Davidson said, with truth, that “it may be laid down as a general principle, that the character of the education we give will always depend

upon the view which we hold of the meaning and aims of life. If our life is no more than meat, and the body no more than raiment; if we die as the beast dieth, then it is plain that utilitarianism is the true solution of the problem of life. Let us eat and drink, for to-morrow we die. But if we are not mere animals; if we have a spiritual nature; if our life has aims beyond our existence here below, then it is certain that our physical existence is but a means, that meat and drink are but means towards the developing and perpetuating of that spiritual nature in us. Let us ask ourselves the question: Do we live that we may eat, or eat that we may live? and when we have arrived at a conclusion, let us act accordingly. If we can convince ourselves that we are mere eating machines, large grub worms meant to rid the trees of their fruit and the earth of a plethora of animals, then by all means let us eat, and in order to do so, let us develop our faculties of devouring. But if we eat only in order that we may live, and our living has higher aims, then let us consider how those aims are to be attained. I presume there are few of us who are not convinced that man's self is the aim of all his acting and living, that being is the end and aim of doing, that we act in order that we may be, and that our actions make us what we are.

Most of us, I believe, are of this conviction, and yet I think few of us act up to it. How many of us, for example, impress upon our pupils the great truth that wealth and success, and even life itself are means and not ends? How few of us teach them that it is only the meanest kind of work that is done for the sake of that which we eat and are clothed with? Do we all continually keep before us the great end of life and education? Unless we do, we every moment run the risk of losing ends in means, of pandering to the powers of evil, and of jeopardizing the best, the eternal interests of those minds placed under our charge.

The teacher ought to take the child committed to his care as a sacred trust, study its character, interest himself in its present and future well-being, and try to convince the parent of what these are. In the matter of suggestion and direction and shaping of character he should take the place of the parent.

IS THIS TRUE?

Our education fits men to work, but not to live. How often do we see men who have attained the aims of their ambition, unable to discover how to use the fruits of their labor! Taking the most favorable circumstances: suppose a young man enter upon the study of law after he has finished a successful course at college. Suppose that after thirty years of active life, he finds himself at the age of fifty-five with an acknowledged position and an ample fortune. In nine cases out of ten he will not know what to do with it. He will probably surround himself with a large quantity of stone or brick and lime, buy handsome carpets and curtains, fill his parlor with luxurious sofas and settees; but if you visit him, you will find that there is something lacking—that indescribable, impalpable something called taste. Ask the price of some of the articles of furniture—he will not be shocked at the question or consider it impolite—and you will be surprised. But examine the pictures and the library, and you will be more surprised still. You will find everything that money can buy, but no taste—that thing which is not kept at stores or handed over counters. Converse with the man himself. You will find that leisure, rest, quiet is an unendurable burden. Many a man, after having retired from business, sick of it, and hoping to spend the rest of his days in peace, is from sheer weariness, and from want of knowing what to do with his time, obliged to return to it. He has no inner life, he is a mere machine, a velocipede, which, as some one has humorously said, is at rest only when it is in motion. The moment it stops it falls. Thus all the man's life has been spent in attaining the means of living, but the good has not been lost in the means, and the man himself has become a mere means.

How much better it would have been for this man, to have begun his practical life four or five years later, have made half the fortune and learned to enjoy it. In order that a man may be able to live—that is, to have an inner life—utterly independent of the excitement of outward present action, it is absolutely necessary that, before he enters upon the practical affairs of life, he should learn the art of living.

If I were compelled to say, in one word, what it is that American education most neglects, I should say, "the art of living." I never knew but three Americans who knew how to live, and one of them is a poet, another a philosopher, and a third a clergyman. All others have lived to work, instead of working to live.

PROF. RIPLEY,

of the State Normal School of Columbia, said "good normal schools are needed. They are a necessity for the age, and must be established throughout the State, and liberally supported for the general welfare of the State. No system of normal schools is perfect unless it embraces all classes. The question of location is a most important one, and should receive the profoundest consideration. The tuition should be free, and the diploma from the normal school should be a license to teach in any public school throughout the State; and no one should be permitted to teach unless possessed of such a document, certifying that he was a graduate of the training schools. Until this is the case there can be no efficient public schools. The true element of success is the intellectual and moral power of the teacher. This is the soul of all schemes and systems that have been or can be successful. Teachers must be qualified to teach the children committed to their care, hence the great necessity of Normal schools—professional schools where young persons of both sexes can be trained thoroughly in all the branches of a liberal education, and sent broadcast through the city and State as a proficient body of professional teachers of youth.

PROF. EDWIN CLARK,

Assistant State Superintendent of Public Schools, said very truly "that there is no system of public schools in the State. There is simply a collection of laws on the Statute book, which are incongruous and conflicting in their nature. The township system and the sub-district system are antagonistic towards each other, and one or the other must be abolished. The laws in relation to these subjects are such that not only cannot the school officers interpret them, but they are engaging at the present time, the serious attention of some of the best lawyers in the State. There are contradictions in them which must be reconciled, and obscure and technical terms that must be explained. Technical terms should, in all laws relating to school matters, be cast aside, and the provisions should be couched in the plainest and purest English. County superintendents should receive an adequate compensation for their services, so that good and efficient men can be secured, for, under existing laws, their salaries are very meager.

MR. R. B. FOSTER,

of Jefferson City, said, "that the State Superintendent had reported that there were in the State at the present time 34,000 colored children of an educable age. For the accommodation of this number there are fifty-nine public colored schools, with an average attendance of two thousand pupils. There were fifty thousand colored children in the

State who needed education; five thousand of which number being resident of St. Louis. The majority of colored children in the State are taught in cabins and in churches, the accommodations being miserably deficient, the roofs and walls being admirably adapted for ventilation and for the admission of copious shower baths of rain. Then the teachers of these schools are often incompetent, notwithstanding colored children require the most experienced and skilful teachers, much more so than white children. Much legislation is needed in behalf of colored schools, and it is earnestly hoped that something will be done at the coming adjourned session of the Twenty-fifth General Assembly.

He was an enemy to caste, he said, but if the prejudice could not be overcome that debarred colored youth from entering the higher institutions along with white children, the law should make some provision for the erection of an institution wherein colored teachers could be educated; and he called on the Institute to pass a resolution, asking the Legislature to provide for a colored normal school."

PROF. J. M. GREENWOOD,

of Kirksville, said, in his essay on "Self-help in Mathematics," that this science stands alone as a system, immovable, unchangeable. It scarcely borrows from any of the other sciences, but lends to all and never becomes impoverished. Its study develops the mind, sharpens the intellect, makes thinkers. Doubt is no part of the composition of mathematics; there was a disputation to this day as to the meaning of passages of scripture; but there was no doubt about the 47th proposition of Euclid."

The daily papers, to which we are largely indebted for portions of this résumé, paid Prof. Greenwood the compliment of saying that his "address was perhaps the most brilliant effort that has been made at the treatment of the abstruse theme of mathematics in the West."

HON. NEWTON BATEMAN,

State Superintendent of Schools for Illinois, put the following pertinent inquiry in the course of his address, to each one of his hearers: "Do you not know that you might have been more than you are through culture?"

He said no other reflection was so agonizing to him as that he was the mere fraction of the man he might have been and ought to have been. He merely suggested the proposition. He believed that the public schools were the first step to the grand result of attaining that which he referred to as lost to him; it was a system by which many a lowly one might be made to adorn the State; beneath the rough jacket of the backwoodsman's boy there beats a heart responsive to the loftiest inspirations of science and philosophy.

Universal suffrage cannot be safe without universal education. That without extensive education this Government will eventually go to pieces, is a palpable deduction of the principle of cause and effect. Our only hope was in the public schools which must prepare the coming generations for the truths to be committed to them.

There was no other mode of education left for the million. The press was great, but it could not suffice to make the people understand their responsibility; neither could the political speaker be depended upon. Let the public schools teach children more of the principles of the Government; teach them that liberty is not license to do as they please. No created being has the right to do as he pleases, unless he please to do what in itself is right. There is no freedom without law, but under law is the largest liberty. Let these principles be impressed upon the mind of the youth.

Let the principle that all men are equal before the law be impressed upon all. But there is a sense in which men are unequal. If one man knows more than another, there is inequality. He thought this modifying theory necessary to correct certain erroneous and agrarian ideas which had been promulgated by ignorant or designing men. His argument was for the necessity of elevating all—for the culture of the whole people."

MISS ANNA C. BRACKETT,

Principal of the St. Louis Normal School, said: "A normal school is peculiar in its end, and of course must be peculiar in its means. Through every smallest detail of its work and management, this unvarying thought must penetrate: 'These pupils are to teach others, to govern others,' and just in so far as every arrangement of the school is subservient to this, just so far is it what a Normal school should be.

Look for one moment at what this thought demands in recitation. We are not to try to find out what a pupil knows, but what he himself, unaided, can communicate, and the two are not always synonymous. Do we allow them to give us, however perfectly, the illustration of the text book only? We are forgetting that different illustrations must be used for different classes, and that all the ingenuity of the most ingenious mind is often needed so to vary the manner of recitation of children as to secure a necessary repetition which shall be not wholly wearisome. Do we accept an explanation in technical terms, or receive it as satisfactory if steps, obvious enough to us, are left out? We are forgetting that those to whom we are listening must be able to give the same statement in many different ways to suit different minds, and must be able to analyze so thoroughly the processes they go through as to follow or lead, step by

step, the capacity of children. What is plain to us and them is not the question, but what will be plain to children. The great aim of every teacher should be to arouse a thirst for knowledge in the mind of the pupil.

More and more it is becoming the custom to accept Normal school diplomas as certificates of qualification to teach. In our own school, as you know, such is the case; also in Pennsylvania, in New York, in Vermont, in Kansas, in New Jersey, and in other places. Unquestionably if the schools are what they should be, these diplomas should be so received, and if they are not, the teachers of Normal schools have the remedy in their own hands.

COMMITTEES APPOINTED.

President Reed appointed, on behalf of the State Teachers' Association, the following committees for the ensuing year:

On Normal Schools—Messrs. Ripley, W. T. Harris, J. M. Greenwood, T. A. Parker and —Porch.

County Institutes—Messrs. Parker, Abbott, Morgan, F. Rowe and Butler.

University—Messrs. Harris, Kerr, Divoll, Davidson and Childs.

School Architecture—Miss A. C. Brackett and Messrs. Clark, Wilson, Woodruff and Miss Eliot.

Resolutions—Messrs. Woodruff, M. W. Miller and Wilson.

Auditing—Messrs. Caldwell, Kerr and Love.

On Nominations—Messrs. Butler, Parker, Ripley, Harris and Stone.

THE STATE UNIVERSITY.

The following is The Report of the committee appointed by the State Teachers' Association on the University:

The State Constitution, in providing a system of public instruction, requires common schools, which shall be open and free to all children and youth of the State. At the head of the system it requires a State University with certain departments, viz: of instruction in teaching of agriculture and of the natural sciences. That this scheme ought faithfully to be carried out at every reasonable cost, no man appreciating our latent wealth of matter and mind can for a moment doubt. There is no reason why Missouri may not have a university equal to those of Michigan, Kentucky and Wisconsin—equal to Cornell, or to the older institutions of our country, which have recently sprung into new life. We desire, as the State Association of Teachers, to declare that, in our judgment, the State University should be enlarged so as to be equal, not only to the most advanced institutions of our country, but also, and principally, to the organic wants of our great State.

We declare, moreover, that, in our judgment, the next Legislature should take such steps as would at once make the institution, in reality, what it is now only in name—a university.

THE SCHOOL LAW.

On motion of Mr. F. C. Woodruff, of St. Louis, the following resolution in regard to the school law was adopted by the State Teachers' Association:

Resolved, That a committee, consisting of Messrs. E. Clark and Mat. Zener, of Clinton, Henry county, and Charles Beckington, of St. Charles, be appointed to draft a series of amendments to the school law of the State, which shall be presented to the association at its next meeting for approval, with a view to urging the same upon the Legislature.

The names of E. B. Neely, of St. Joseph; W. T. Harris and Ira Divoll, of St. Louis, were added to the committee.

Mr. L. H. Cheney moved that the committee be instructed to print and circulate the bill (school law) which they may adopt, eight weeks before the next meeting of the association. Adopted.

Prof. Woodward, of Washington University, moved that all subjects mooted by any one appointed or advertised for a lecture or essay be open to discussion. Carried.

RESOLUTIONS ADOPTED.

The following resolutions, among others, were adopted at the meeting of the State Teachers' Association:

Resolved, That this Association extend a vote of thanks to the press of this city for generously publishing notices of this meeting free of charge, and for printing the proceedings of the same; also to all the railroads of this State, and to the Chicago & St. Louis, the Memphis Packet Co., and the Northern Line Packet Co., for returning members in attendance at greatly reduced rates; also, to the Board of Directors of the St. Louis Public Schools for the free use of the Polytechnic Hall; to Mr. A. Sumner, who kindly furnished the American Organ for the use of the Association; to the citizens of this city, who have proffered their hospitality to members from abroad; to the Everett and Planters' hotels for considerable reduction in the price of accommodation of members.

Resolved, That, as an association of teachers and school officers of Missouri, we welcome all from sister States, who may be engaged in the cause of education, and that the thanks of this Association be extended to the Hon. N. Bateman, of Illinois, for his able plea in behalf of popular education, and to all the other speakers who have addressed us upon the different themes of interest to this body.

Resolved, That a journal devoted to the interests of education is demanded, and that we take pleasure in recommending to the teachers of this and other States, the JOURNAL OF EDUCATION, of St. Louis, and that we will co-operate with its editor and manager, Mr. J. B. Merwin, to increase its circulation and efficiency in the cause of popular education.

Resolved, That the universities and colleges of the United States ought to open wide their doors to all, without distinction of sex.

Resolved, That we thank the Legislature of this State for what has been done to furnish education for the children of this State, and we would respectfully ask that the future legislation may be so conducted that the State of Missouri shall be second to none in the matter of furnishing educational facilities to all her people, without distinction of sex or color.

Resolved, That we hail the recent progress of popular education in the empire of Austria as an encouragement to hope for the rapid advancement of the time when ignorance shall be deemed a crime, and when religion, education and liberty shall cover the face of the earth as waters do the great deep.

EDUCATIONAL INTELLIGENCE.

BOLLINGER COUNTY.—The Teachers' Institute for Bollinger county will be held in the town of Marble Hill, Thursday, the 17th day of June, 1869, and continue for three days.

Teachers, school officers, and others interested in the cause of education, are respectfully invited to attend upon those days, and lend a helping hand in organizing and putting on foot an Institute in our county.

The *Standard*, from which we clip the above, wheels into line, and devotes a column each week to the special interest of education in Bollinger and adjoining counties. Now, then, let the teachers and school officers be heard from. No other more important interest presents itself for discussion and elucidation than this one of how best to educate the masses of the people.

PERRY COUNTY.—Prof. E. A. Angell edits with ability and success an "Educational Column" in the *Perryville Union*. We hope the teachers of the county will aid him in every possible way.

We give place to the following resolutions adopted by the Institute. Others were passed thanking the citizens, the band, the speakers, and all who participated. They

Resolved, That the Teachers' Institute is a powerful auxiliary to our school system, that its aid is indispensable in securing a uniform method of teaching; and further, that it is the duty of every teacher and friend of education to become a member of the same, and to contribute by word and deed to its support.

Resolved, That in the "JOURNAL OF EDUCATION," published by J. B. Merwin, we recognize an able advocate of the principles for which we are laboring, and we recommend it to teachers and school officers as a *live* paper, thoroughly devoted to their interests.

Resolved, That we tender our sincere thanks to Prof. Beard of St. Louis, Prof. Kerr of Cape Girardeau, and Prof. Matur of St. Louis for their able and instructive exercises, both in the Institute and lecture room.

We print the following resolution—but we doubt both the propriety and legality of it. Make your Institutes interesting and profitable, and then the teachers will not fail to be there:

Resolved, That it is the duty of the County Superintendent to make it a condition precedent to the granting of a certificate, that the teacher shall join the Institute and attend all of its sessions.

POLK COUNTY.—Among the influences which help to cement the best interests of our people, none are more potent than good schools. We publish with pleasure the following communication from Mr. N. R. Strong, of Humansville, Polk county, just as we find it in the *Free Press*:

"A GOOD EXAMPLE.—*Editor Free Press*:—Please publish the following, which was adopted in this township, yesterday, by the Township Board of Education:

"We, the local directors of the several sub-districts of township 35, range 24, having met in Humansville for the purpose of considering our duties and the interests of the people of this school township, desire to say to those of our neighbors who are not present, that we consider the providing of the means necessary to educate the intellectual and moral faculties of the children of each neighborhood as the *paramount* duty of the citizens thereof. And we think it is a self-evident fact, that when, from the scarcity of money, *any* good work has to be neglected, it should *always* be the *less* important. And as education, in its *true* sense, is not inferior to *any* other object of an earthly nature to be accomplished by man, therefore it should *never* be omitted while there are *any* means that can be used for its advancement.

"We will, therefore, make the necessary arrangements for a school this year, for at least four months in each of our sub-districts. And we desire the co-operation of all our neighbors in this good work."

RANDOLPH COUNTY.—The *Randolph Citizen* says the "educational advantages" of Randolph County "are sufficient for its population. Nearly every sub-district has now a commodious frame school house, built upon improved plans, while the county seat prides itself in Mount Pleasant College (to be re-opened in September), and the flourishing District (graded) School. Almost every neighborhood is supplied with churches of some of the Protestant denominations.

SCOTLAND COUNTY.—Gharky, the Editor of *The Memphis Conservative*, looked in upon the Teachers' Institute at Memphis, Scotland county, and after criticising their proceedings, rather sharply says:

"We have our doubts as to their being sufficiently beneficial to justify the expense of attending them. For the purpose of opening the subject, we will suppose that there are 50 teachers in this county who ought to attend those meetings, each of which consumes a week of time, which is truthfully said to be money; say \$3 each per week, twice a year, making \$300. The board of the teachers costs not less than \$2 for each teacher at each meeting, making \$200 more, \$500 in all. There are 114 counties in this State, of which we set down Scotland as being an average. Multiply 500 dollars by 114 counties, and we find that at a very low estimate those Institutes are kept up at an annual expense to the people of fifty-seven thousand dollars.

The trouble is, not that Institutes cost so much, but so *little*. We could better afford to spend *one hundred thousand* than less, on our Teachers' Institutes.

WEBSTER COUNTY.—The enterprising citizens of Webster county are determined not to be behind their neighbors in affording facilities for the education of the people. They have just incorporated the *Webster College* in Marshfield. The *Yeoman* thus speaks of it:

The eight acres of land upon which the

college building is being erected have been deeded to this corporation, and the interest has been planted upon a firm basis.

It will maintain, when in full operation, the following schools or courses of instruction:

1. A thorough collegiate class of students, to graduate from the ancient languages and from the higher branches of English literature and science.

2. A normal class, composed of students who graduate as teachers after finishing a full course in the theory, science, and practice of teaching.

3. A business class, who complete a course in book-keeping, penmanship, mathematics, surveying, mechanics, civil engineering, and modern languages.

4. A department of instrumental and vocal music.

5. A preparatory school for the above courses, which shall be competent to fit the youthful students for entering upon any one of them.

We were much pleased to receive a call, a few days since, from our friend and former pupil Miss Meyers, en route to take charge of the Public School in Marshfield. We can assure our Marshfield friends that their children will receive thorough and conscientious instruction from their new teacher, and we doubt not that their aid and sympathy will be given in the good work which she proposes to do there.

CONNECTICUT.—Educational matters look well in this State. The last annual report of the State board of education, and of the secretary of the board, Rev. B. G. Northrop, is an excellent document and gives a good exhibit of the state of the schools and of public sentiment in regard to them. The State has a school population of 123,650 children; with 1,645 public schools, and 2,177 teachers; and expended last year over \$962,000 for schools. Several successful Teachers' Institutes were held during the year, conducted by the secretary and an able board of lecturers.

At the meeting of the State Teachers' Association at Meriden, a "Platform" was adopted which will do to stand upon. The material of the *ten planks* in that platform may be inferred from the following captions: 1. The State must protect itself against ignorance. 2. A system of Public Schools essential. 3. No "Pauper Schools," but "schools for all." 4. Property justly taxed for education. 5. High Schools important. 6. A Normal School essential. 7. Union of small and feeble districts recommended. 8. The State Board of Education commended. 9. Protection for the neglected. 10. Agitation of organized effort needed.

IOWA.—County teachers' institutes are supported by State appropriation, and the suspension of the schools and the attendance of teachers are both required by law. These features place the Institute system of Iowa in advance of that of any other Western State. In 1867 sixty-two institutes were held, attended by 4,914 teachers. What is needed to render the system still more efficient and potent, is the employment by the State of a competent corps of institute instructors. The State University has a normal department, but it does not fully meet the demands for higher professional instruction.

MAINE.—The *Maine Journal of Education* has the following timely remarks which we commend to the attention of all on the supervision of schools:

ONE of the most effective means for the

improvement of our public schools would be a more close and faithful supervision of them. The establishment of county superintendents by our legislature is in the right direction. County superintendents cannot, however, be relied on to take the place of town and city supervision. It would be impossible for a single individual to give personal attention to the several hundred schools of a single county in the course of a year. The best he can do is to influence local superintendents and committees to bestow more attention upon the schools under their charge, and, if he really accomplish this, he will prove a most valuable auxiliary to the State superintendent. He can, besides, introduce into some of the prominent schools of each town in his county the most improved modes of instruction and discipline, and through the local committees reach every district; he can collect results and report the same to the State superintendent; he can in these and various other ways assist in collecting and circulating information that will lead to very desirable results.

MASSACHUSETTS.—Gov. Claflin, in his message to the Legislature of Massachusetts, says:

The education of every citizen should be one of the first objects promoted by a free people. So the Fathers of Massachusetts regarded it; and this policy, so persistently pursued by their descendants, has given to this Commonwealth a large share of the influence she possesses among her sister States. It is the purpose of this people to give to every child within their borders, not only the ability to read and write, but even much higher culture.

In order to do this he urges with pertinency and force that the compensation of teachers of all grades should be increased largely. He says:

The suggestions made from time to time by those in authority, for an increased compensation to be paid to the teachers, have been appreciated, at least in part. The amount granted, as reports show, is \$2,635,774 06, an increase over the year 1867 of \$280,268 10. The amount granted is nearly ten dollars for every child between the ages of five and fifteen years, in the State, and nearly one dollar more than last year. The amount paid for the erection and repairs of school houses, during the same time, was 1,495,573 78.

It is a fact that the compensation of teachers, to a large extent, determines the ability which that service can command; and if we would retain within our State our best and most experienced instructors we must give them salaries adequate to their comfortable support.

I am happy to say that there is a gradual improvement in this respect, and our town and school boards should be encouraged to still further liberality. If possible let those about entering the profession have the advantage of normal school instruction.

We hope very soon to see the following admirable suggestion adopted, not only in Massachusetts, but in Missouri, and in every other State:

Of late the attention of the public has been drawn to the benefits likely to arise to the cause of education, from placing on school committees, women either of large experience as instructors, or who from a deep interest in the cause, have given much attention to the subject. Thus far, wherever the experiment has been tried, it has been successful. And there would seem to be every reason, in a State like ours, where so large a proportion of the teachers are females, that the practice should become general.

MISSISSIPPI.—We clip the following from the *Southern Journal*, published at Brookhaven, Miss. We could fill several columns with similar pleasant items of intelligence of the progress of free schools in the South if we had the room:

THE BROOKHAVEN FREE SCHOOL.—It is with pleasure and pride we make mention of the flourishing condition our free school is in, and has been since its commencement. Under the management of enterprising directors and the fostering care of a corps of excellent teachers, it numbers 200 scholars.

RESOLUTION OF THANKS.—At a regular meeting of the School Directors on Wednesday evening, 3d inst., the following resolution of thanks was passed:

Resolved, That we, in behalf of the citizens of Brookhaven, acknowledge our grateful and heartfelt thanks, through Dr. Sears, to Mr. Peabody, for his noble, generous and most charitable act of bestowing \$1,000 for the benefit and education of the poor and destitute children of Brookhaven and vicinity.

Magazine Notices.

HARPER'S BAZAR for May 22d comes to us with two significant designs from Bellew, which we are glad to see. The illustrative art is never of more value than when employed in exposing folly and vice. Derision often reaches home where all other means fail. Indeed, it is one of the results of the refinement of the age that many a vice may stalk openly unbuked, because forsooth, our superlative delicacy will not bear allusions even in condemnation of it. In this province satire is supreme, and is never so caustic as when presented in a telling pictorial illustration. We have presented to us in one cut the father, mother, and child, and when we say that the last is just the offspring we might expect from a father whose system is saturated with liquor and tobacco, and a mother who spends her time between a paper of candy and a jar of opium, reading a class of literature which it is a compliment only to call "trashy," we have told the story.

The other cut strikes at a worse thing than physical degeneracy. It represents a complacent looking mother with two children at her knee, and a lady friend making a call, who exclaims in astonishment: "What! two children! Why, my dear, how do you manage to get along with so large a family?"

The condition of society in some parts of our country, in which children are looked upon only as a burden too grievous to be borne—perhaps endured would be the better word—and

the fearful amount of crime resulting from it, are facts long ago beyond dispute. The numerous quack advertisements of nostrums for the prevention of offspring which are to be found in almost every newspaper in the land, not only attest these facts, but to our standing disgrace, they recognize them as public and confessed. Lately we have had occasional utterances from the press, and here and there from some unusually outspoken pulpit on this subject. Just now the subject has not been thought unworthy of a condemnation from one of the highest dignitaries of the Roman church in this country. But what we call delicacy, which with many is but another word for a prurient imagination, forbids many such fulminations. Therefore, we welcome art and satire to the rescue with their keen weapons. We hope Mr. Bellew will go on, and the *Bazar* have courage to publish more of the same.

PROBLEMS.

1. A cubic foot of brass is to be drawn into wire one-thirtieth of an inch in diameter. Allowing no waste in metal what will be the length of the wire?

2. The cube of a number exceeds 50 times the number itself by 1000. The number?

3. The boys of a certain school gathered together in two bags all the marbles they could pick up among them. From each bag, however, they drew a certain number of marbles, and they found that there remained in the smaller bag the cube root of what remained in the larger one, while the remainder in the larger was also equal to the square of the number taken out. From the larger they again drew out a certain number—when, on counting what remained, they found that there was a number equal to the square of that remaining in the smaller. If what remained in both were added together, the sum would be in proportion to what was originally in the smaller bag as 5:2. The number of marbles in each bag? LITTLE MAC.

THE elegant bouquets presented by our friend, Mr. J. H. TICE, from time to time, fill our office with beauty and fragrance, and the hearts of all who look upon them with joy. We wish the people everywhere, and especially the teachers and pupils, would study Botany from nature as well as from "Gray's" text book.

Arrival and Departure of Trains.

PACIFIC.		Leaves.	Arrives.
Mail Train (except Sundays).....		9:30 a. m.	10:20 p. m.
Express Train (except Saturday).....		4:45 p. m.	6:00 a. m.
Franklin Accommodation (ex. Sunday).....		6:12 p. m.	7:15 a. m.
Washington Accommodation.....		4:00 p. m.	3:23 p. m.
Mesaue do.....		1:35 p. m.	
SOUTH PACIFIC.			
Cars leave Seventh at Pacific depot daily (except Sunday), for all stations, at.....		9:30 a. m.	
NORTH MISSOURI.			
Mail and Express (Sundays excepted).....		7:00 a. m.	11:00 p. m.
Kansas City and St. Joe Express (Sundays excepted).....		3:00 p. m.	11:25 a. m.
St. Charles Accommodation, No. 1.....		4:45 p. m.	8:30 a. m.
CHICAGO AND ALTON.			
Night Express (Saturday excepted).....		4:15 p. m.	12:45 p. m.
Day Express (Sundays excepted).....		6:40 a. m.	10:00 p. m.
Sunday Express.....		4:15 p. m.	
Jacksonville and Chicago Mail (Sundays excepted).....		4:45 p. m.	10:30 a. m.
Carlinville and Alton Accommodation, (running through to Springfield Saturday night).....		4:45 p. m.	9:15 a. m.
INDIANAPOLIS AND ST. LOUIS LINE.			
Day Express (Sundays excepted).....		7:15 a. m.	8:40 a. m.
Lightning Express (Saturday excepted).....		2:00 p. m.	9:45 p. m.
Night Express (Sundays excepted).....		4:35 p. m.	3:40 p. m.
Sunday Train.....		2:00 p. m.	8:40 a. m.
OHIO AND MISSISSIPPI.			
Morning Express (Sundays excepted).....		11:25 a. m.	
Night Express, daily.....		3:30 p. m.	12:45 a. m.
Cairo Express.....		5:00 p. m.	1:30 p. m.
ST. LOUIS AND IRON MOUNTAIN.			
Trains leave Plum street station—			
For Pilot Knob and intermediate stations, daily, at.....		8:00 a. m.	
For Potosi daily (except Sunday) at.....		4:00 p. m.	
For Desoto (except Sunday) at.....		8:00 a. m.; 3:30 and 5:00 p. m.	
For Carondelet daily (except Sundays) at.....		6:35, 8:00, 9:15 and 11:30 a. m.; 2:00, 4:00, 5:10, 6:30, 7:45 and 11:30 p. m.	
Returning will leave—			
Pilot Knob for St. Louis daily at.....		3:30 p. m.	
Potosi for St. Louis daily (except Sunday) at.....		5:30 a. m.	
Desoto for St. Louis daily at.....		5:45, 7:15 a. m. and 6:05 p. m.	
Carondelet (except Sundays) at.....		6:00, 7:05, 7:45, 9:45 and 11:15 a. m. 1:15, 2:45, 4:15, 6:00, 8:00 and 10:45 p. m.	

AGENTS WANTED

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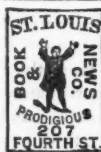
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